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ABSTRACT

Attempts have been made to show relationships between the constructs of self concept and acceptance of others in a variety of social contexts. This study was concerned with statistical relationships between self concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after a field experience; whether special training modified the relationships; and whether the structured teaching of self-concept and acceptance of others' activities modified any relationships. Tests of significance on the total scores of both recognized scales revealed that perceptions of the control group exhibited a statistical relationship prior to the lack of treatment effects. A significant relationship with respect to total scores on the "self concept" scale was found to be associated with total scores on the "acceptance of others" scale and group membership prior to workshop sessions or teaching experiences. Significant intercorrelations and related measures were discussed prior to any treatment effects, after the workshop sessions, and after the teaching experiences. (Author)

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SELF CONCEPT AND ACCEPTANCE OF OTHERS OF WOULD-BE TEACHERS BEFORE AND AFTER MULTICULTURAL COMMUNITY LIVING EXPERIENCES

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ABSTRACT

Attempts have been made to show relationships between the constructs of self-concept and acceptance of others in a variety of social contexts. This effort was concerned with statistical relationships between self-concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after a field experience; whether special training modified the relationships; and whether the structured teaching of self-concept and acceptance of others' activities modified any relationships. Tests of significance on the total scores of both recognized scales revealed that perceptions of the control group exhibited a statistical relationship prior to the lack of treatment effects. A significant relationship with respect to total scores on the "self-concept" scale was found to be associated with total scores on the "acceptance of others" scale and group membership prior to workshop sessions or teaching experiences. Significant intercorrelations and related measures were discussed prior to any treatment effects, after the workshop sessions, and after the teaching experiences.

In recent years much more emphasis has been placed on the affective goals of teacher preparation. The enhancement of a preservice teacher's self-concept and "acceptance of others" is important both as an outcome in itself and as a moderator of success as a preservice or inservice teacher with both attributes being facilitative of teacher effectiveness. Zirkel (1971) noted that a considerable rise in the number of "self-acceptance" and "acceptance of others" studies have come about as a result of a growing concern for those populations least served by society. Crandall (1973) reported that future research might be expected to relate self-concept to constructs such as assertiveness, acceptance of others, conformity or risk-taking. Ludwig and Maehr (1967) concluded that overall general self-concept is stable and suitable for the investigation of relationships with other constructs. The objectives for this study were to examine statistical relationships between self-concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after the multicultural community-based field experience; modification of the relationships by special training; and modification through the structured teaching of self-concept and acceptance of others activities.

Related Literature

The constructs of self-concept and acceptance of others may be related theoretically. Robinson (1973) explained that these constructs are associated with and related to feelings of self-acceptance, acceptance of others, and feelings of acceptability to others. Sheerer (1949) found that self-concept and acceptance of others are positively related with correlation coefficients in the 0.50's and 0.60's. Stock (1949) confirmed Sheerer's findings by reporting positive correlations of 0.38 to 0.66. Phillips (1951)

also found positive correlations (0.51 to 0.74) between self-concept and acceptance of others. Building upon the work of Phillips, McIntyre (1952), using similar instrumentation, noted a positive correlation (0.46) between self-acceptance and acceptance of others. Berger (1952), extending and refining the earlier efforts of Sheerer, reported positive correlations ranging from 0.36 to 0.69. Fey (1954) concluded that a positive relationship exists between self-concept and acceptance of others. Fey (1955) found that individuals with a high self-concept also tend to accept others and to feel accepted by others. Finally, Fey (1957), examining the potential relationship of the self-concept/acceptance of others syndrome to three other attitude sets, found relatively weak linkages between them and a lack of discriminative power for a description of personality. This study was an attempt to extend the above efforts into the area of preservice teacher preperation for multicultural settings.

Procedures

The subjects were twenty preservice teachers enrolled in the "Experiment in Multicultural Living". During the summer session prior to student teaching, they registered for this course designed to fulfill partial certification requirements for methods of teaching elementary school reading/language arts, science and social studies. The subjects were randomly divided into two equal sized groups. During a three week workshop prior to reporting to the community sites, one group was given a special treatment effect which included structured activities emphasizing self-concept development and acceptance of others from different cultural origins. This group was expected to design and teach similar activities to youngsters. The other group received no special treatment, but engaged in the activities

typical to the three methods courses, and was not to teach self-concept and/or acceptance of others activities to the youngsters.

The *Revised Janis-Field Feelings of Inadequacy Scale* (Eagly, 1967) was chosen to investigate self-concept, and the *Acceptance of Others Scale* (Fey, 1955) was selected to examine acceptance of others. The *Revised Janis-Field Feelings of Inadequacy Scale* is a 20-item instrument consisting of five-point Likert scales yielding a score range of 20 to 100 points. Crandall (1973) reported that this instrument is probably the most widely used non-commercial scale. League and Jackson (1964) calculated a split-half reliability coefficient of 0.80 on an earlier version of this scale. Skolnick and Shaw (1970) reported a later split-half coefficient of reliability to be 0.83. The *Acceptance of Others Scale* also consists of 20 five-point Likert scale items yielding a score range of 20 to 100 points. On a sample of 58 third year medical students, Fey (1955) calculated a split-half reliability coefficient of 0.90. Both scales were administered to both groups before and after the three-week campus workshop and after the eighth week of the community field experience. The data were analyzed by way of Pearson product moment correlations and analyses of multiple correlation, and tested at the 0.05 level of significance.

Findings

The variables investigated were correlations of total test scores from both instruments, number and percentage of intercorrelations, number and percentage of individual positive and negative intercorrelations, and coefficients of multiple correlation when considering total scores of both groups of subjects on both scales.

Prior to Workshop Experiences:

The correlation between overall self-concept (SC) and acceptance of others (AO) on the total scores was not significant (r=0.15) for the experimental group. However, the intercorrelations of the items on both scales yielded 40 (10%) which were significant. Of those significant 22 (55%) were positive and 18 (45%) were negative. The correlation between the total scores of both scales for the control group preservice teachers was significant (r=0.68) at the .02 level. There were 78 (20%) significant intercorrelations among the items of both scales with 75 (96%) of these positive and 3 (4%) negative. When considering the total scores of both groups on both scales, an analysis of multiple correlation (r=0.37) yielded non-significant results with respect to total scores on the OA scale being associated with or predicted from total scores on the SC scale and group membership. However, total scores on the SC scale could be significantly (r=0.61) associated with or predicted from total scores on the OA scale and group membership at the .02 level.

After Workshop Experiences/Prior to Teaching Experience:

The total scores of the preservice teachers receiving special sessions on SC and OA on both scales did not reveal a significant correlation (r=0.18). Forty-four (11%) significant correlations were found with 18 (41%) exhibiting positive and 26 (59%) revealing inverse relationships. The correlation between the total scores of the preservice teachers not receiving any special workshop training on both scales was not significant (r=0.32). However, the intercorrelations of the items revealed that 52 (13%) were significant. Of these, 49 (94%) were positive and 6 (6%) were negative intercorrelations. When taking into account the total scores of both groups

on both scales, an analysis of multiple correlation revealed a lack of significance in reference to OA total scores not being associated with or predicted by (r=0.22) group membership and SC total scores, and SC total score not being associated with or predicted by (r=0.27) group membership and OA total scores.

After Teaching Experiences:

The experimental group's (teaching structured SC and AO activities or lessons) total scores on both scales did not exhibit a significant correlation (r=0.36). There were, however, 95 (24%) significant intercorrelations, by far the greatest number of intercorrelations of all attempts to show relationships between the OA and SC scales. Of these 59 (62%) were positive and 36 (38%) were negative. The correlation between overall self-concept and acceptance of others on the total scores from both scales was not significant (r=0.24) for control group would-be teachers (not teaching structured OA and SC lessons). Sixty-two (16%) significant intercorrelations were found, of which, 60 (97%) were positive and 2 (3%) were negative. In view of the total scores of both groups on both scales, an analysis of multiple correlation indicated that the total scores on the AO scale could not be significantly (r=0.22) associated with or predicted from SC scale total scores and group membership. Also, a lack of significance (r=0.27) could not be attributed to SC total scores associating with or predicting from AO scale total scores and group membership.

Commentary

Findings and conclusions are tenuous and restricted to these groups of subjects and specific settings. Larger samples selected randomly from

preservice teacher populations with distinct characteristics of community setting, length of the teaching experience, amount of preservice teacher-youngster interaction, and more direct control over preservice teacher behavior could address more clearly the perceptions of the two groups toward self-concept and acceptance of others than did this effort. Generalizations should be made with caution because of the usual limitations associated with statistical and design problems relative to pre-interim-post test sensitization, typical error of measurement, and sample error or group misrepresentation attributed to random sampling. Also, there are potential hidden interactions and extraneous variance operating which are influencing the would-be teachers' orientation toward self-concept and acceptance of others.

Space limitations prevent a discussion of the 371 significant inter-correlations on an individual basis, or display the six 20 by 20 inter-correlational matrices and their accompanying summary tables along with the three analysis of multiple correlation summary tables. Explanation and discussion of only the more global concerns have been portrayed. A speculation appears in order with respect to the experimental groups' lack of a significant correlation between the total scores on the AO and SC scales after the teaching experience; this was the case where there were 95 significant intercorrelations. A possible explanation might be that one preservice teacher's total score dropped a drastic 34 points whereas the other subjects exhibited increases in their total scores on the SC scale after the teaching experience. The same holds true for the total scores on the AO scale, this same person showed a drop of 42 points where the trend was associated with increased scores. Another potential reason

might be that both instruments may be measuring more than one construct, the effects of which are cancelling one another out.

Some trends worth highlighting are the positive intercorrelation frequencies of AO's "People Are Stubborn and Unreasonable" with items on the SC scale. This finding appears reasonable because of the typical subordinate roles prospective teachers usually fulfill during their interactions with professors and supervisors at the community based site and its influence on given aspects of their self-concept. The specific attribute of "People Are Dissatisfied" on two occasions resulted in the most frequent negative intercorrelate on the OA scale. It is not uncommon for prospective teachers to witness much complaining, "wheel spinning" and re-grouping. The affects of these encounters might lead them to perceive this somewhat negative tendency and not alter their rather high self-concepts. On the SC scale "Perceived Self-Worth" surfaced twice as the most frequent positive intercorrelate. The relationship of this attribute to many of the items on the OA scale seem feasible in light of this positive attribute and accepting tendencies toward others.

The most frequent SC negative intercorrelate on two occasions was associated with "Other People Like Being with You." This might be attributed to a rather positive perception of this dimension by the preservice teachers because of the nature of the relationship between teacher and youngsters coupled inversely with negative dimensions on the OA scale where they became "turned off." On the OA scale "Perceived Standing with Many People Unknown" exhibited the strongest relationship on two occasions, once with SC's "Perceived Self-Worth" and the other with "Discouraged with Yourself." In the first instance this appears quite normal (a perceived high standing with people you do not know well and a high perception of one's self-worth);

in the second instance their high perceived self-worth complemented their moderate to high lack of discouragement with themselves. Also, on the OA scale "Need for a Strong, Smart Leader" exhibited some degree of consistency with respect to being the intercorrelate showing the strongest inverse relationship with, on one occasion SC's "Other People Like Being with You" and on the other, with "Frequency of Shyness." In the first instance, the would-be teachers did not see any need for a strong, smart leader but at the same time felt rather positive about being liked by other people; the second case can probably be explained by a liking for a strong, smart leader (resulting from a teaching experience in basically an unstructured, flexible and at times, a leaderless environment) and a low degree of shyness resulting from much intervention, cutting bureaucratic red tape, and the acquisition of more aggressive behavior for survival in really tough teaching-learning situations. The significant multiple correlation coefficient in regard to the total scores on the SC scale being associated with or predictable from the total scores on the AO scale and group membership might be attributed to the lack of interaction, treatment effects, or the exposure to the "real world" of youngsters in a teaching-learning situation. At that point in time, both groups were much the same in their responses to the items on both scales along with some degree of conformity in the perceptions of self-concept and acceptance of others. Also, before knowledge of what was in store for them, the prospective teacher possessed little or no frame of reference to determine "what was" and "what was not" socially desirable responses to the items of both scales.

For the most part, self-concept studies examine intercorrelations between self-concept and other related constructs, or differences in self-concept between different groups, or changes in self-concept due to

some treatment in an attempt to reveal a few trends. The intent of this exploratory endeavor has been to bring together and share some thoughts, calculations and inferences about possible relationships between preservice teacher self-concept and acceptance of others. Studies in these areas often provide insight into factors that motivate prospective teachers in and out of teaching-learning situations, and into alternative courses of action that may enhance their socialization and their professional development.

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